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ABSTRACT

The catalog lists 24 commercially available listening skills materials for visually impaired students. Materials were selected for inclusion by a committee of educators for the visually impaired; some materials may require minimal modification (such as transcribing answer sheets into braille). An introduction describes seven functional areas of auditory training: auditory reception, auditory discrimination, auditory memory, auditory sequential memory, grammatic closure, auditory association, and auditory comprehension. Entries are grouped under these areas and usually contain the following information: title, grade level, media form, prerequisite skills, teacher's manual, length of lessons, setting, publisher's name and address, cost (as of June 1974), and a brief description of how the materials are used. (LS)

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Auditory Learning Materials for Special Education

Listening Skills Materials for Visually Impaired Students

Catalog

BEST COPY AVAILABLE

Bernadette Alber
State of Illinois Instructional Materials Center
Office of the Superintendent of Public Instruction
Springfield, Illinois

In conjunction with
The Consortium on Auditory Learning Materials for the Handicapped

July 1974

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LISTENING SKILLS MATERIALS

FOR

VISUALLY IMPAIRED STUDENTS

Office of the Superintendent
of
Public Instruction
State of Illinois

in conjunction with
The Consortium on Auditory Learning Materials
for the Handicapped

Funded in part by the Bureau of Education for the Handicapped under Grant #OEG-3-6-062679-1564 (607) and #OEG-3-6-062377-1557 (607)

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The Instructional Materials Center, Office of the Superintendent of Public Instruction, State of Illinois, in conjunction with the Consortium on Auditory Learning Materials for the Handicapped, commissioned a committee of educators for the visually impaired to determine what products, if any, were available on the commercial market and could be used effectively with visually impaired children. Catalogs were perused and, through a series of working sessions, the committee members systematically evaluated actual materials which had been previously identified in the catalog as having possible merit.

During the final evaluation only those items which measured up to previously determined criteria were selected for inclusion in this manual. The concensus of the working groups was that the items listed could either be used as manufactured or with a minimal amount of modification, such as, transcribing the answer sheets into braille or large type. Many items were excluded from the listing because they relied too heavily on visual input or it was felt the necessary adaptations would be too complex.

The members of the committee were concerned about the extremely limited number of items which could be used effectively with the visually impaired. In certain functional areas almost nothing was available (i.e., grammatic closure).

It was the recommendation of the committee that work be continued to allow for the development of materials designed for use by the visually impaired, materials which require minimal visual input and rely primarily on auditory stimulus.

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Introduction

The auditory channel is one of the primary modalities of learning for visually impaired students. Therefore, it cannot be assumed that critical listening skills will develop automatically as the child grows. They need to be taught in an orderly, sequential fashion beginning with basic, auditory receptive skills and progressing to cognitive skills and abstract reasoning.

By the time the student is ready to enter high school, these skills should be well-developed, useful tools which can be utilized for gaining new information, insights and understandings. If it is determined that a student in elementary school has difficulty understanding what he hears, then training programs which provide opportunities to develop deficit areas in an organized, systematic manner should be established.

A functional approach to analyzing the student's skill is the most effective for it provides an opportunity to critically assess his abilities. This approach does not assume that skills are established because the child has reached a specific chronological age; rather it determines the auditory level at which the child is operating and provides a basis for planning an individualized program which will be effective for the student.

In their book, Auditory Training, Kathleen Eden, Jean Green, and Janice Hansen describe the functional abilities as follows:

I. AUDITORY RECEPTION

Auditory reception involves the ability to derive meaning from what is heard whether it concerns specific sounds, conversation, or other verbally presented material. Examples of auditory reception would include such things as:

- ...A baby hearing his mother's voice and turning in the direction of that sound.
- ...Hearing a siren when you are driving and responding by pulling over to the side of the road.
- ...On the verbal level, auditory reception involves the ability to understand and respond to such questions as Do clocks yawn? The child's answer, either yes or no, would indicate whether he could derive meaning from the verbally presented material.

A child with an auditory reception problem may have some of the following characteristics:

- ...The child may be unable to grasp more than simple short directions although he seems to be normally intelligent in other areas.
- ...This type of child does not care for word games or games which require response to verbal directions.

...Their relationships with peers are difficult as they do not understand what the other children are talking about and they may feel left out or get their feelings hurt.
...The child understands stories and instructions better if pictures, diagrams, or demonstrations are used. He requires more visual aids to supplement verbal directions.

II. AUDITORY DISCRIMINATION

Auditory discrimination is the ability to hear likenesses and differences between sounds. It would include such things as:

...Identifying the differences between a car horn honking and a glass being filled with water. (This would be considered a gross auditory discrimination activity.)
...Identifying the differences between the sound of "f" and the sound of "s". (This similarly would be considered to be a fine auditory discrimination activity.)
...Being able to identify loud and soft sounds, differences in pitch, and high and low keys being played on a piano.

A child who has difficulty in this area may:

...Have difficulty learning the

sounds associated with letters of the alphabet.

...Confuse words which sound similar, i.e., gourd for Lord, or singer for stinger.

...Will often guess at unfamiliar words due to poor phonetic abilities.

...Have poor word attack skills.

III. AUDITORY MEMORY

Auditory memory is the ability to remember things that have been heard. It can be divided into two sub-categories.

1. Long term memory, i.e., being able to recall a story that was read a week or a month ago.

2. Short term memory, i.e., being able to repeat instructions that were just given to the class.

Characteristics of children with auditory memory problems would include:

...The child may have difficulty repeating words or a sentence.

...It may be difficult to follow simple classroom instructions, so they watch the other children for clues as to what they're supposed to be doing, or they watch the teacher's gestures quite closely for additional

visual clues.

...The child may have difficulty remembering the names of the letters of the alphabet and their sounds.

IV. AUDITORY SEQUENTIAL MEMORY

Auditory sequential memory is the process involving memory, in a given order of something the child has heard. Examples of this skill would involve:

...Being able to repeat a list of words or numbers in the same sequence it was given.

...Retelling a story and being able to put the details in the proper order.

A child with difficulties in this area may show some of the following characteristics:

...Inability to learn the days of the week or months of the year in proper sequence.

...Mispronounce words, i.e., emeny for enemy, and aminal for animal.

...Inability to follow a sequence of commands, such as, "Take out your math book".

...Unable to express himself in language situations in a logical manner.

V. GRAMMATIC CLOSURE

Grammatic closure refers to the ability to detect what particular word or phrase is being sought when only part of the word or part of the phrase is spoken. Examples of grammatic closure would include such things as:

- ...Supplying the missing word to an incomplete phrase such as, sugar and .....(spice).
- ...Completing a word when only the first part of the word is given such as, teleph .....(telephone).
- ...Using sound blending techniques to phonetically sound out words such as, c-a-t for cat.

A child who has difficulty in this area may:

- ...Have trouble learning plurals and past tenses and irregular forms of verbs.
- ...Mispronounce words he has heard many times such as pasgetti for spaghetti.
- ...Put the parts of the sentences together incorrectly such as, Jumped on me the dog, instead of, The dog jumped on me.
- ...Mix up parts of words thereby creating spoonerisms such as, Jose can you see by the dawn's early light, instead of, Oh say, can you see by the dawn's early light.

VI. AUDITORY ASSOCIATION

Auditory association refers to the ability to relate to spoken words in a meaningful way. An example of auditory association would include:

- ...Associating and supplying the missing word in this incomplete statement: sugar is sweet: lemon is .....
- ...Answering questions like: What sound do you make when you cough?
- ...Classifying objects into groups such as, peaches, pears, and apples are all fruit.

Children with auditory association difficulties may:

- ...Have difficulty relating concepts to each other such as, How are a car and a truck alike?
- ...Have difficulty learning to classify and categorize concepts such as, Is a peach a fruit or a vegetable?

VII. AUDITORY COMPREHENSION

Listening comprehension refers to the ability to bring together and integrate all previous learned listening skills to a level where the student is able to bring

meaning to a lengthy passage through the utilization of cognitive skills.

- ...Is the student able to answer questions involving how and why questions?
- ...Is the student able to see relationships and draw conclusions?
- ...Is the student able to see abstract relationships?
- ...Is the student able to theorize on attitudes and relationships?

Is the student unable to:

- ...Understand relationships between characters or ideas?
- ...Understand the why or the how which motivates actions and/or thoughts?
- ...Understand the motivations behind the actions of the characters?

When a deficit in any of these areas is identified, instruction should begin. Each skill is built upon the one preceeding it, so each one should be well-developed before the next is approached.

The final skill, auditory comprehension, is the ability to utilize all the previous learnings. When the student is able to bring

together all these skills easily and effectively, he will have a tool which will be useful to him as he enters high school.

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[1]Auditory Training, Kathleen Eden, Jean Green, Janice Hansen, Iowa State Department of Public Instruction and University of Iowa, 1972, pp. 3-6.

The Functional Areas

of Auditory Training

A Bibliography of Materials

for Use with the Visually Impaired

AUDITORY RECEPTION

TITLE: Auditory Perception Training - Motor

GRADE: 6 to 8
MEDIA: Tape

PRE-REQUISITE SKILLS: Auditory Acuity

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 10 minutes
SETTING: Individual or Small Group

The child listens to directions presented on the tape. He indicates his understanding by marking his response sheet as directed. There are multiple activities, presented in sequential manner, which do not have to be supervised by the teacher. No follow-up activities are included in the teacher's manual. The consumable dittoes need to be transcribed into the appropriate media for the visually impaired.

SOURCE: Developmental
Learning Materials
3505 North Ashland Ave.
Chicago, Illinois 60657

COST AS OF JUNE, 1974:
$74.00

AUDITORY RECEPTION

TITLE: Sound and Fancy

GRADE: Kgn. to 3
MEDIA: Records,
Tapes, Cassettes

PRE-REQUISITE SKILLS: General Readiness

TEACHER'S MANUAL: Yes
SETTING: Individual or Small Group

This aid utilizes listening games in the development of beginning readiness skills. The activities present a number of auditory experiences which the child is to identify and associate with previous learning. The materials used are common, everyday sounds which are familiar to all children. The teacher directs the instructional activities as well as the follow-up activities which are suggested in the pamphlet. The item does need modification for use with visually impaired children.

SOURCE: Wilson Educational
Recordings
Cassettes Unlimited
Roanoke, Texas 76262

COST AS OF JUNE, 1974:
Records $11.90
Tapes $15.80
Cassettes $15.80

AUDITORY DISCRIMINATION

TITLE: Happy Time Listening

GRADE: Kgn. to 3
MEDIA: Record

PRE-REQUISITE SKILLS: Auditory Reception

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 12 minutes
SETTING: Individual or Group

The child is given a verbal input and is expected to respond through active participation. Areas such as body image, balance, coordination and number concepts are utilized. It is suggested that the teacher play the record through once so the children will be familiar with the material. She should also be able to help the students through demonstration or body manipulation. The device consists of five lessons and can be used as manufactured.

SOURCE: Educational Activities
Box 392
Freeport, New York, 11520

COST AS OF JUNE, 1974:
$6.25

AUDITORY DISCRIMINATION

TITLE: Sound Skills, Albums 1 & 2

GRADE: 3 to 5
MEDIA: Records

PRE-REQUISITE SKILLS: Auditory Reception

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 6 minutes
SETTING: Individual or Group

These materials are designed for the older child with specific word attack disabilities. The student listens to sounds and then repeats them. The activity is teacher directed for she must monitor the responses of the child. The main emphasis is on the development of phonics with particular emphasis placed on the recognition of beginning word sounds.

SOURCE: Classroom Materials
93 Myrtle Drive
Great Neck, New York
COST AS OF JUNE, 1974: $4.98 each

AUDITORY DISCRIMINATION

TITLE: Auditory - Perception Program
2810 - Auditory Figure-Ground Set
GRADE: 6 to 8
MEDIA: Tape

PRE-REQUISITE SKILLS: Auditory Acuity

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 10 minutes
SETTING: Individual or Small Group

The child listens to the tapes to distinguish foreground sounds. He marks his response on the answer sheet. The background sounds increase as the tasks become more difficult. The material is presented in a sequential pattern and is useful in teaching the purported auditory skills. The activity does not have to be supervised by the teacher. The device is well-constructed and durable. The response sheets, which have to be adapted into braille or large print, are consumable.

SOURCE: Educational
Corp. of America
984 Livernois Road
Troy, Michigan

COST AS OF JUNE, 1974:
$42.50

AUDITORY DISCRIMINATION

TITLE: Auditory - Perception Program
2820 - Auditory Discrimination Set
GRADE: 6 to 8
MEDIA: Tape

PRE-REQUISITE SKILLS: Auditory Acuity

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 10 minutes
SETTING: Individual or Small Group

A sound is presented and the student is expected to mark the picture which begins with the sound. The demands begin with gross differences and progress to finer discrimination. There are multiple, sequential lessons which may be completed by the students independently of the teacher's supervision. The tapes are well-prepared and the acuity is good. The dittoes need to be darkened for the partially seeing. More extensive modification is required for the braille reader.

SOURCE: Educational Corp.
of America
984 Livernois Road
Troy, Michigan
48084

COST AS OF JUNE, 1974:
$42.50

AUDITORY DISCRIMINATION

TITLE: Exploring Sound and Grouping

GRADE: Kgn. to 3
MEDIA: Cassette or Record

PRE-REQUISITE SKILLS: Auditory Reception

TEACHER'S MANUAL: No
SETTING: Individual or Group

The item is designed to teach the primary age child concepts of grouping. The objectives are achieved through requiring the child to listen, identify and group sounds which he hears. The teacher directed activities utilize concrete language and mathematical concepts. They are effective in teaching the purported skills and can be used with the visually impaired as developed.

SOURCE: Singer Educational and Training Products
1345 Diversey Parkway
Chicago, Illinois
60614

COST AS OF JUNE, 1974:
Cassettes $15.80
Records $11.90

AUDITORY DISCRIMINATION

TITLE: I Heard It with My Own Two Ears

GRADE: Kgn. to 3
MEDIA: Cassettes
or Tapes

PRE-REQUISITE SKILLS: General Auditory Reception

TEACHER'S MANUAL: Yes
SETTING: Individual or Small Group

These enrichment materials are designed to develop auditory discrimination and creative oral and written expression. The teacher directed activities require the child to identify sounds from his environment and are strictly geared to the development of keener listening skills. There are suggested follow-up activities which are given in the teacher's manual. No adaptations for visually impaired students are required as there are no workbooks or ditto sheets included.

SOURCE: Spoken Arts
310 North Avenue
New Rochelle,
New York 10801

COST AS OF JUNE, 1974:
$125.00 for 12
lessons or
$11.50 each

AUDITORY MEMORY

TITLE: Countdown for Listening

GRADE: Kgn. to 3
MEDIA: Records

PRE-REQUISITE SKILLS: Auditory Reception

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 7 1/2 minutes
SETTING: Individual or Group

The sequentially presented material on the 6 records is designed to encourage communication skills. The child is directed by the teacher to listen to the story and then answer questions. There are twenty-four separate lessons as well as follow-up activities suggested in the teacher's manual. The stories are interesting and deal with several curricular areas such as reading and science. The material follows a sequential pattern and can be used as manufactured.

SOURCE: Educational
Activities, Inc.
Box 392
Freeport, New York
11520

COST AS OF JUNE, 1974:
$29.95

AUDITORY SEQUENTIAL MEMORY

TITLE: World of Sound

GRADE: Kgn. to 3
MEDIA: 2 Records, or
4 Tapes, or
2 Cassettes

PRE-REQUISITE SKILLS: Auditory Memory

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 20 minutes
SETTING: Individual or Small Group

The objectives of this aid are to improve listening and attention span and broaden the student's ability to organize communication. The teacher directed activities follow a sequentially developed pattern. The examples used are good, the activities interesting, and the experiential background of the child is often called upon. The materials can be used as manufactured.

SOURCE: H. Wilson Educational Recordings
Cassettes Unlimited
Roanoke, Texas 76262

COST AS OF JUNE, 1974:
Records $11.90
Tapes $15.80
Cassettes $15.80

AUDITORY SEQUENTIAL MEMORY

TITLE: And the Beat Goes on for Physical Education

GRADE: 6 to 8
MEDIA: Records

PRE-REQUISITE SKILLS: Ability to Follow Directions

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 2 to 3 minutes
SETTING: Individual or Group

These two records, designed for physical educaton classes, are useful in training sequential memory. The student indicates his skill by performing the series of movements following auditory instruction. The 24 lessons are teacher directed. The activities can be performed in a classroom, gym or playroom. No additional materials are required as the student indicates his response through movement rather than marking a sheet. This activity requires active participation and the musical accompaniment is stimulating.

SOURCE: Educational
Activities
Box 392
Freeport, New York
11520

COST AS OF JUNE, 1974:
$12.00

AUDITORY SEQUENTIAL MEMORY

TITLE: The Living History Book

GRADE: 4 to 9
MEDIA: Cassette or Tape
PRE-REQUISITE SKILLS: Developed Vocabulary and Reading Skills
TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 20 minutes
SETTING: Individual or Group

Highlights of american history are presented in a news broadcast format. The student must recall in sequential order what he has heard and then complete the exercise booklets. The teacher is required to introduce the material and then direct the follow-up activities suggested in the manual. The material should be screened before presentation for it is presented at a high vocabulary level. The only required adaptation is transcribing the 35 exercise booklets in the appropriate reading media for the visually impaired students.

SOURCE: Imperial International Learning Corporation
Box 548
Kankakee, Illinois
60901

COST AS OF JUNE, 1974:
$159.00

AUDITORY SEQUENTIAL MEMORY

TITLE: Perceptual Communication Skills Program:
Developing Auditory Awareness and Insight
GRADE: 4 to 6
MEDIA: Tapes

PRE-REQUISITE SKILLS: Auditory Discrimination

TEACHER'S MANUAL: No
SETTING: Individual or Group

The student is directed to listen to the tape and then perform the activity. Responses are marked in his workbook. The language oriented lessons are presented in a sequential manner and can be completed independently of the teacher's supervision. The material is very good for the development of auditory awareness and can be easily used with visually impaired students. The workbook has to be transcribed into the appropriate media.

SOURCE: Instructional
Materials and
Equipment
Distributors
Los Angeles,
California 90025
COST AS OF JUNE, 1974: $130.00

GRAMMATIC CLOSURE

TITLE: Listening Your Way to Better English

GRADE: 6 to 8
MEDIA: Cassettes

PRE-REQUISITE SKILLS: Adequate Auditory Acuity

TEACHER'S MANUAL: No
LENGTH OF LESSONS: 10 to 20 minutes
SETTING: Individual or Small Group

This device is designed to develop more effective utilization of language skills. The student listens to the tape and then completes the self-contained lessons. Each lesson is a single activity and follows the previous one in a sequential manner. There are suggested follow-up activities which can be done. The exercises emphasize basic English grammar and its correct usage in the development of language skills. The material can be used as manufactured.

SOURCE: Associated
Educational
Materials
Box 2087
Raleigh, North
Carolina 27602
COST AS OF JUNE, 1974:
$100.90

AUDITORY ASSOCIATION

TITLE: Sentence Sense

GRADE: 6 to 8
MEDIA: Cassettes

PRE-REQUISITE SKILLS: Auditory Discrimination and Memory
TEACHER'S MANUAL: No
LENGTH OF LESSONS: 20 minutes
SETTING: Individual or Group

The objective of this item is to develop basic sentence concepts. The student listens to the tape and then discusses what he has heard. To heighten effectiveness, the teacher can highlight information the student should listen for and then direct follow-up discussion along these lines. The discussion questions will need to be developed by the teacher. The material is presented in a sequential manner but requires a great deal of work on the part of the teacher to be effective. The sections on study skills, library skills and great sea stories are not recommended for the development of auditory association skills.

SOURCE: Educational Corp.
of America
984 Livernois Road
Troy, Michigan
48084

COST AS OF JUNE, 1974:
$35.90

AUDITORY ASSOCIATION

TITLE: Building Verbal Power in the Upper Grades

GRADE: 4 to 8
MEDIA: Records

PRE-REQUISITE SKILLS: Basic Language Concepts

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 5 minutes
SETTING: Individual or Group

The student listens to one of the records and responds to the questions. He may give his answer verbally or write it on a sheet of paper. The material deals with synonyms, antonyms and analogies and is directed toward the development of language facility, logical and categorical thinking, and verbal reasoning. There are 25 separate lessons which the teacher supervises, and she monitors the student's responses. The item can be used as manufactured as all of the input is auditorily presented and the responses are verbal.

SOURCE: Classroom Material Co.
93 Myrtle Drive
Great Neck, New York
11021

COST AS OF JUNE, 1974:
$15.75 per set

AUDITORY ASSOCIATION

TITLE: We Listen and Learn

GRADE: 1 to 4
MEDIA: Cassettes, Tapes, Records

PRE-REQUISITE SKILLS: Readiness in Motor Activities

TEACHER'S MANUAL: Yes
SETTING: Individual or Small Group

The small child is encouraged to respond motorically to the songs, games and activities presented. The lessons are teacher supervised to insure that the student understands the movements he is to make. The skills are well-presented and the cassettes can be used as manufactured as there is no reading requirement.

SOURCE: Wilson Educational Recordings
Cassettes Unlimited
Roanoke, Texas
76262

COST AS OF JUNE, 1974:
Records $17.50
Tapes $23.50
Cassettes $23.50

AUDITORY ASSOCIATION

TITLE: Stories in Sound

GRADE: Kgn. to 1
MEDIA: Record

PRE-REQUISITE SKILLS: None

TEACHER'S MANUAL: No
SETTING: Individual or Group

Basic environmental sounds are presented through auditory input. The child plays the record and listens to stories that are told with sounds. The aid can be used as manufactured and is useful in the development of basic auditory association skills.

SOURCE: Children's Music
Center
5373 West Pico Blvd.
Los Angeles, California
90019

COST AS OF JUNE, 1974: $1.98

AUDITORY COMPREHENSION

TITLE: Listening Improvement Series -
Listening Progress Laboratory

GRADE: 4 to 9
MEDIA: Cassette

PRE-REQUISITE SKILLS: Language Development and the Ability to Match Tones

TEACHER'S MANUAL: Yes
SETTING: Individual or Group

This series of 20 cassettes is designed to teach basic and cognitive listening skills. Different cassettes in the series emphasize different skills (i.e. 4 and 5 deal with discrimination, 5 and 6 with memory). The sequentially presented material can be completed by the student independently of supervision by the teacher. The answer sheets need to be prepared in the appropriate media for the visually impaired student.

SOURCE: Educational Progress Corporation
8535 East 41 Street
Tulsa, Oklahoma 74145

COST AS OF JUNE, 1974: $140.00

AUDITORY COMPREHENSION

TITLE: Developing - L.T.R. (Listen, Think, React)

GRADE: 7 to 8
MEDIA: Cassettes

PRE-REQUISITE SKILLS: Auditory Memory and Association

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 20 minutes
SETTING: Individual or Small Group

These language oriented tapes, presented at an advanced level, stimulate an interest in words and increase vocabulary. Each tape presents a single, teacher directed lesson. The item is designed to develop the listening skills of the junior high school student and can be used as manufactured.

SOURCE: Wilson Educational
Recordings
Cassettes Unlimited
Roanoke, Texas
76262

COST AS OF JUNE, 1974:
Approx. $11.90 records
$15.80 Tapes

AUDITORY COMPREHENSION

TITLE: Voices of Our Times

GRADE: 6 to 8 & above
MEDIA: Cassettes or Records

PRE-REQUISITE SKILLS: Auditory Association and General Maturity

TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 30 minutes listening time
SETTING: Individual or Group

The major objective of this item is to increase social awareness through listening to others express ideas. The lessons are more meaningful when accompanied by the follow-up activities and are motivational for student action. This item consists of four lessons. It is presented at a high level, assuming some developed auditory comprehension skills on the part of the student and is useful in the development of higher cognitive skills. The material can be used as manufactured.

SOURCE: Singer Educational and Training Products
1345 Diversey Parkway
Chicago, Illinois
60614

COST AS OF JUNE, 1974:
Cassettes $15.50
Records $11.50

AUDITORY COMPREHENSION

TITLE: Listen and Read

GRADE: 7 to 12
MEDIA: Cassettes

PRE-REQUISITE SKILLS: General Reading and Vocabulary
TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 60 minutes
SETTING: Individual or Group

The fifteen individual lessons of this aid are designed to develop listening and reading skills. The student listens to the tapes and then marks his responses in the workbook provided. The teacher directs the activity and checks the workbooks. The material follows a sequential pattern and is effective in the development of the purported skills. The workbooks need to be adapted in a media appropriate for the visually impaired.

SOURCE: Educational Development Laboratories
27 North Gore
Webster Grove, Missouri

COST AS OF JUNE, 1974:
15 Cassettes $107.50
Lesson Books $1.35
Teachers Guide $1.00

AUDITORY COMPREHENSION

TITLE: Listen and Think Adapted Program

GRADE: 1 to 9
MEDIA: Tape

PRE-REQUISITE SKILLS: This depends upon the level of materials chosen
TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 20 to 25 minutes
SETTING: Individual or Group

These materials, adapted for visually impaired students by the American Printing House for the Blind, are designed to teach basic listening and thinking skills. There are 15 lessons at each of the nine levels. The activities can be undertaken independently by the students and their answers are recorded on the sheets which accompany the tapes. The material follows a sequential pattern and deals with the areas of reading readiness and language development.

SOURCE: American Printing
House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky
40206

COST AS OF JUNE, 1974:

AUDITORY COMPREHENSION

TITLE: Computapes, (Module 6), Decimals and Percents

GRADE: 6 to 8
MEDIA: Cassette

PRE-REQUISITE SKILLS: Auditory Sequential Memory
Basic Mathematics Concepts
TEACHER'S MANUAL: Yes
LENGTH OF LESSONS: 10 to 20 minutes long
SETTING: Individual or Group

Computapes are useful in reinforcing basic arithmetic skills and teaching mathematical concepts. The teacher directed activities are individual lessons designed in sequential order. The student listens to the tapes and marks his responses in the workbook or on ditto sheets. There are some visual demands so this device is recommended for the partially seeing rather than the blind.

SOURCE: Science Research
Association
259 East Erie St.
Chicago, Illinois
60611

COST AS OF JUNE, 1974:
$60.00